

# ACTIVITY 1: PARTNERSHIP

## Introduction



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GUIDELINES FOR ERASMUS+ NAs

Section Title Page: it can be useful to have a space to breathe between the different sections (and sub-sections) of the training.

# **Learning Outcome:**

**ASSESS** the composition and quality of partnerships, **REFLECT** on their relevance to the selected field, the targeted audiences and the planned actions and outputs



## **GUIDELINES FOR ERASMUS+ NAs**

Learning Outcome for A1-PARTNERSHIP: adapt this to reflect what you will actually deliver or address during your assessor training event.

# Five Slides in Five Minutes



## GUIDELINES FOR ERASMUS+ NAs

This follows the concept of keeping things simple and promoting the use of active and peer learning approaches during the training session. Each of the core elements being judged under QUALITY OF PROJECT PARTNERSHIP is to be quickly introduced, highlighting key aspects but keeping the introduction short to allow for participants to go forward and work in groups.



## GUIDELINES FOR ERASMUS+ NAs

This relates to the sub-criterion for “project involves appropriate mix of participating organisations in terms of profile, past experience in the Programme and expertise to successfully complete all project objectives”. The idea is to mention that different actions can participate as long as they are relevant to the selected field and to highlight both traditional (e.g. schools, adult education centres, VET institutions, Universities) and non-traditional partner organisations (e.g. policy makers; sectoral bodies; regional or community development agencies; employers). It is important to also highlight the need for applicants to demonstrate their experience in the targeted field.



## GUIDELINES FOR ERASMUS+ NAs

This relates to the sub-criterion for “project involves newcomers and less-experienced organisations to the action”. The idea is to highlight the importance of newcomers for the programme and the targeted actions, especially in KA210 where the focus is on widening access to the Erasmus+ programme.



# Active Contributions



## GUIDELINES FOR ERASMUS+ NAs

This relates to the sub-criterion for “proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations”. The idea is to highlight the importance of having a clear insight into the roles that the different partners will play, as well as having a clear rationale for attributing roles, tasks and responsibilities, ensuring that these are consistent with the profiles, experience and expertise of the participating partners.



# Coordination and Communication

## GUIDELINES FOR ERASMUS+ NAs

This relates to the sub-criterion for “proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders”. The idea is to highlight the importance of coordination and communication methods and processes, ensuring that sufficient insight is given into this important aspect of project delivery and partner engagement and that the proposed actions extend across the project lifetime and make active use of digital communications platforms technologies, where appropriate.



#### GUIDELINES FOR ERASMUS+ NAs





This relates to the sub-criterion for “involvement of organisation(s) from a third country not associated to the Programme brings essential added-value to the project”. The idea is to highlight the importance of having a clear insight into the added-value of third country participation, confirming both the skills and expertise that these organisations bring to the project and the essential nature of their participation in the project with a view to ensuring a higher quality of project results. It can be useful to give examples of countries included under this heading (e.g. UK, USA, Switzerland, Australia, China).



## KA220 Assessment Criteria: Partnership

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*Extent to which...*

- Project involves APPROPRIATE MIX of participating organisations in terms of profile, past experience in the Programme, and expertise to successfully complete all project objectives. 
- Project involves NEWCOMERS and less-experienced organisations to the action. 
- Proposed allocation of tasks demonstrates the commitment and ACTIVE CONTRIBUTION of all participating organisations. 
- Proposal includes effective mechanisms for COORDINATION and COMMUNICATION between participating organisations, and other relevant stakeholders. 
- Where relevant: Involvement of organisation(s) from a THIRD COUNTRY not associated to the Programme brings ESSENTIAL ADDED-VALUE to the project.

### GUIDELINES FOR ERASMUS+ NAs

This overview slide confirms those aspects which relate to KA220 (all listed elements) and those which relate to KA210 (labelled as SSP). It provides an opportunity to underline ambitions for engaging newcomers in KA210 and the need for proportional assessment.

## ACTIVITY 1: PARTNERSHIP

# Field-based Groupwork



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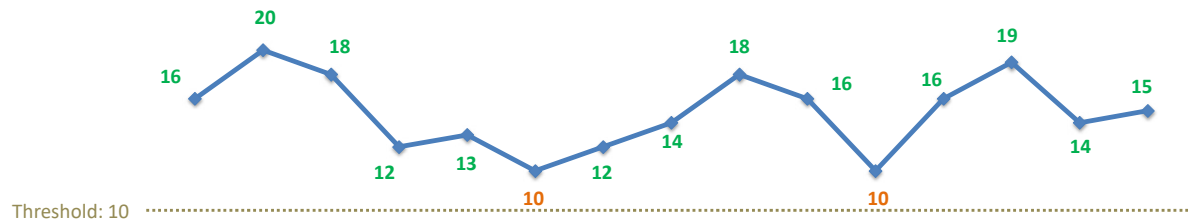
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GUIDELINES FOR ERASMUS+ NAs

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## Assessment Results - Quality of Partnership ADULT EDUCATION (ADU)

Average 15 out of 20 (Good)



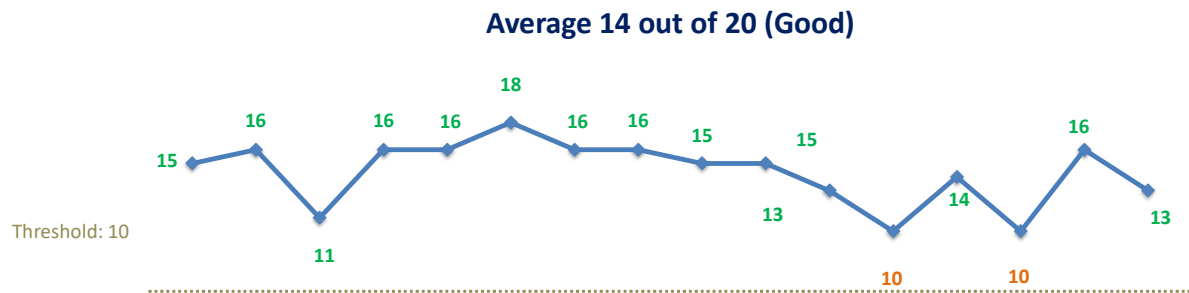
### GUIDELINES FOR ERASMUS+ NAs

Scoring Example 1 (ADU): in cases where assessors are invited to undertake a mock assessment, scores should be submitted to a central contact point, in advance, to allow a simple chart or overview to be prepared in which the range or variety of scores is shown. It can be useful to position these above or below the funding threshold to show the consequence of scoring.

In cases where a large number of assessors are participating in KA2 assessor training then it can be useful to divide them according to the field that they will assess and to provide a field-specific proposal for mock assessment. In cases where a small number of assessors will participate, a single field might be selected as an example for all assessors to work on.

Note: the above chart is provided only as an example with a need, in all cases, to produce your own charts that include scoring data from your own assessors.

## Assessment Results - Quality of Partnership HIGHER EDUCATION (HED)



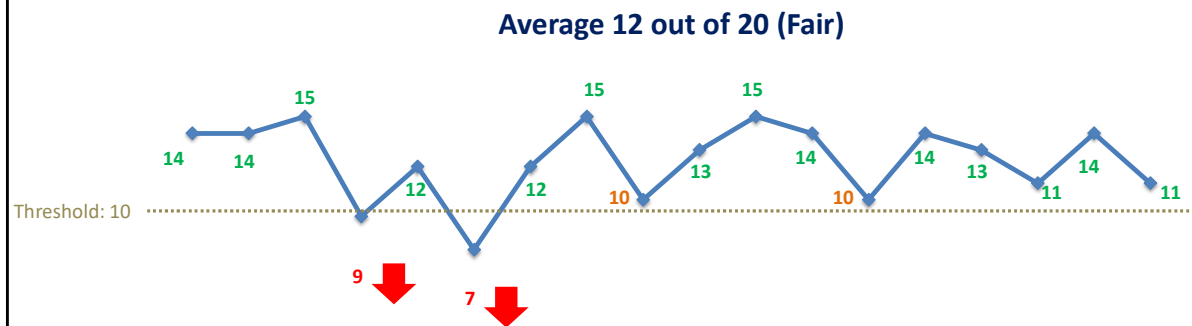
### GUIDELINES FOR ERASMUS+ NAs

Scoring Example 2 (HED): in cases where assessors are invited to undertake a mock assessment, scores should be submitted to a central contact point, in advance, to allow a simple chart or overview to be prepared in which the range or variety of scores is shown. It can be useful to position these above or below the funding threshold to show the consequence of scoring.

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## Assessment Results - Quality of Partnership SCHOOL EDUCATION (SCH)



### GUIDELINES FOR ERASMUS+ NAs

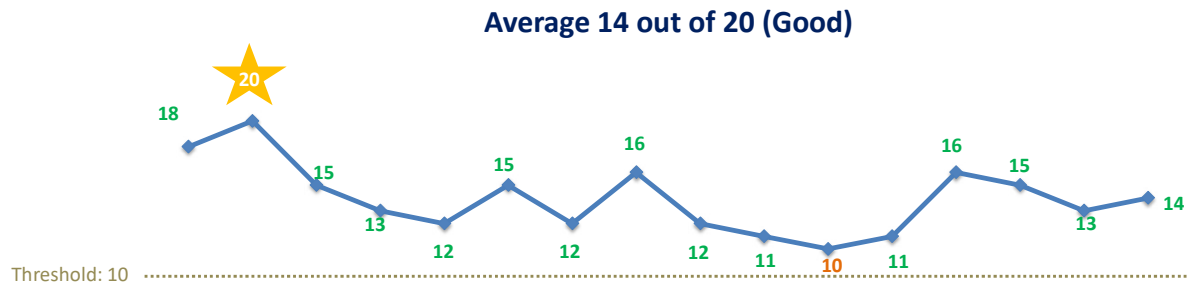
Scoring Example 3 (SCH): in cases where assessors are invited to undertake a mock assessment, scores should be submitted to a central contact point, in advance, to allow a simple chart or overview to be prepared in which the range or variety of scores is shown. It can be useful to position these above or below the funding threshold to show the consequence of scoring.

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## Assessment Results - Quality of Partnership VOCATIONAL EDUCATION AND TRAINING (VET)



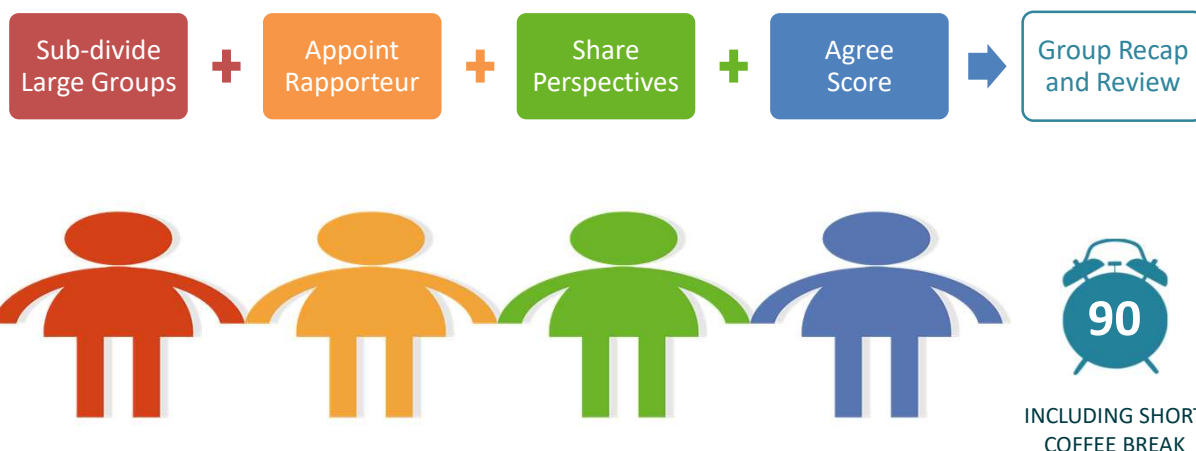
### GUIDELINES FOR ERASMUS+ NAs

Scoring Example 4 (VET): in cases where assessors are invited to undertake a mock assessment, scores should be submitted to a central contact point, in advance, to allow a simple chart or overview to be prepared in which the range or variety of scores is shown. It can be useful to position these above or below the funding threshold to show the consequence of scoring.

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# FIELD-BASED GROUPWORK



## GUIDELINES FOR ERASMUS+ NAs

After sharing scores in a plenary session, the next step is to encourage discussion on the proposal that was reviewed, either in field-based groups or as a whole group that has reviewed a single proposal. Depending on the number of assessors being trained, breakout rooms or spaces might be needed.

In STEP 1, larger groups should be sub-divided to facilitate discussion. In STEP 2, a rapporteur should be appointed to provide feedback in plenary. In STEP 3, each assessor should share their thoughts and perspectives on the project reviewed. In STEP 4, groups should try to agree on a single score for “QUALITY OF PARTNERSHIP”. In a FINAL STEP, the rapporteur should confirm key messages and a single score within the group, to ensure that all participants are in agreement before returning to plenary.

If working in a room or space where a the group has been sub-divided, it can be useful to compare results across the different sub-groups before returning to plenary. The decision on whether or not to compare results across sub-groups will also depend on the time available, following initial discussions and scoring. In all cases, the timeclock should be updated to reflect your own schedule.

**CLEAR** Collaboration on the Levelling-up of Erasmus+ Assessors through  
**ASSESSMENT** developing and testing a common Resource set for KA2 Assessment

Assessor Notes: Please read the COOPERATION PARTNERSHIP application for your ALLOCATED FIELD and make some notes to help with discussion during the Training for Erasmus+ Assessors. These notes will not be submitted so use the language or style you prefer.

ASSESSMENT CRITERIA: PARTNERSHIP	STRENGTHS	WEAKNESSES
The extent to which the project involves an APPROPRIATE MIX of participating organisations in terms of PROFILE, including grassroots organisations, PAST EXPERIENCE in the Programme and EXPERTISE to successfully complete all project objectives;		
The extent to which the project involves NEWCOMERS AND LESS EXPERIENCED ORGANISATIONS to the Action		
The extent to which the proposed ALLOCATION OF TASKS demonstrates the commitment and active contribution of all participating organisations;		
The extent to which the proposal includes effective mechanisms for COORDINATION and COMMUNICATION between the participating organisations, as well as with other relevant stakeholders.		
[If applicable] the extent to which the involvement of a participating organisation from a THIRD COUNTRY NOT ASSOCIATED TO THE PROGRAMME brings an essential added value to the project (if condition is not fulfilled, the third country organisation will be excluded).		
SCORE FOR QUALITY OF PARTNERSHIP (OUT OF 20)		



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## GUIDELINES FOR ERASMUS+ NAs

As a part of the homework exercise, it can be useful to provide a template for assessors to record their thoughts. This screen shows an example of such a template. It is important, however, to confirm that this template is for the mock assessment exercise only and does not relate to the formal assessment exercise where strengths and weaknesses would come together in a single set of comments.

Note: templates used in the CLEAR LTA Assessor Training events will be shared with Erasmus+ NAs.

## ACTIVITY 1: PARTNERSHIP

# Plenary Exchange



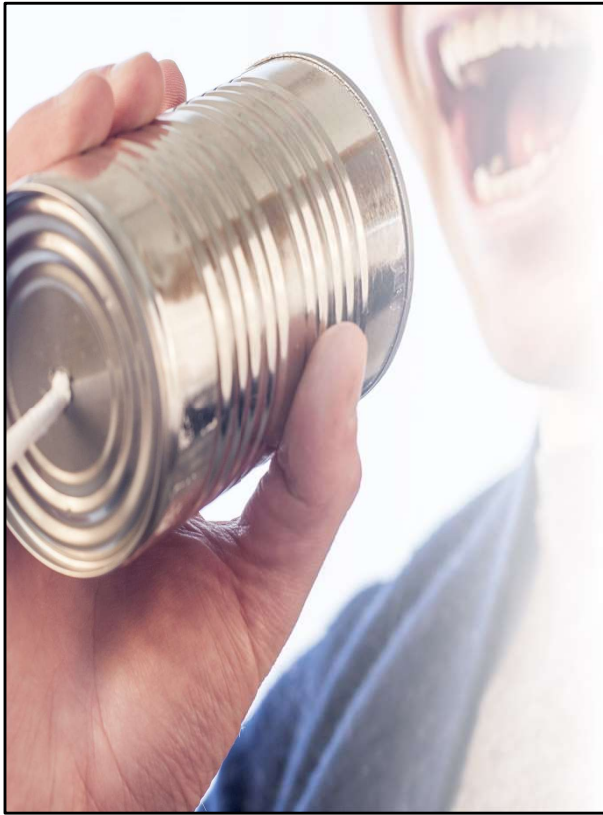
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# Plenary Exchange

1. Did you agree on a single score (as a whole group, or as two sub-groups)?
2. What method or approach did you adopt when sharing perspectives?
3. Where there any difficulties? Were some elements more complex than others?

**RAPPORTEUR FEEDBACK**



## GUIDELINES FOR ERASMUS+ NAs

This is a simple prompt for the plenary feedback session, providing a small number of questions against which the different groups (and sub-groups) will be invited to comment. Depending on the number of groups, and the time available, the time give to each rapporteur might need to be changed (usually 3 to 5 minutes per rapporteur).



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**Key Action 2:  
Cooperation  
Partnerships and  
Small Scale  
Partnerships**

**QUALITY OF THE  
PARTNERSHIP**

**Assessment Criteria**

**Briefing Sheet  
Page 1**


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European Union  
Next Generation Education  
**Key Action 2: Cooperation Partnerships and Small Scale Partnerships**  
**QUALITY OF THE PARTNERSHIP**  
**Assessment Criteria**  
**Briefing Sheet**  
 Page 2

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European Union  
Next Generation Education  
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**QUALITY OF THE PARTNERSHIP**  
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 Page 2

In this final slide, it can be useful to remind assessors of the availability of a written briefing sheet which confirms the key elements being judged under “QUALITY OF PARTNERSHIP”.